

Pupil premium strategy statement



St Joseph's Infant School Pupil Premium Grant: How we plan to spend the grant September 2023 – August 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | St Joseph's Infant School |
| Number of pupils in school | 128 |
| Proportion (%) of pupil premium eligible pupils | 20.3% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Mrs Laura Turner Headteacher |
| Pupil premium lead | Mrs Laura Turner |
| Governor / Trustee lead | Mr Steve Williams |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £23280 |
| Total budget for this academic year | £23280 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point need is identified.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | |
|---|---|---|------|-----|-----|--|-----|-----|-----|---|-----|-----|-----|--|-----|-----|-----|
| <p>1</p> <p>Reading - phonics.</p> <p>Reading interventions for lowest 20% (PP)</p> | <p>As part of our reading strategy, we are passionate about reducing the gap between non-disadvantaged and disadvantaged in phonics at the end of Y1 and 2 and ensure 95%+.</p> <p>Assessment data and observation shows that disadvantaged and vulnerable children fall below other children in the Y1 phonics screening- the gap last academic year was 26% (when considering the children who started the school with us), which has a negative impact on their reading.</p> <p>At the end of Reception in 2023, there was a 15% gap between disadvantaged and 'all' children in word reading. Currently, there is a 34% gap (2 children). Closing this gap throughout the children's time at school is a key priority.</p> <div data-bbox="300 770 1532 936"> <p style="text-align: center;">Reading</p> <p style="text-align: center;">Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Reception, Pupil Premium 6 pupils · Average: <i>Just Below</i></td> <td style="text-align: center;">17%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="text-align: left;">Reception, Not Pupil Premium 33 pupils · Average: <i>On Track</i></td> <td style="text-align: center;">18%</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">67%</td> </tr> </table> </div> | Reception, Pupil Premium 6 pupils · Average: <i>Just Below</i> | 17% | 50% | 33% | Reception, Not Pupil Premium 33 pupils · Average: <i>On Track</i> | 18% | 15% | 67% | | | | | | | | |
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| <p>2</p> <p>Attendance</p> | <p>Attendance rates for disadvantaged pupils (86.75%) were below those of all pupils last academic year (90.03%). We have a family liaison officer working closely between both schools, who meets with our attendance team regularly. Through monitoring and looking at the whole child we can see that there is a need for support for our families and pupils beyond the classroom. Parents are unsure where to go to get particular support. This results in low attendance and parents feeling unsupported with matters arising at home. Our aim is to ensure we build relationships with our families, quickly identifying barriers to attendance. Our systems are aligned with the junior school and attendance is a priority for our safeguarding committee. See Attendance Action Plan for further details.</p> | | | | | | | | | | | | | | | | |
| <p>3</p> <p>Additional TA support – Early language</p> | <p>Spoken language skills are one of the strongest predictors of a child's future life chances. Research has shown that the gap in language development and communication skills between disadvantaged and non-disadvantaged children only widen as children progress through school. Due to the pandemic, children have not been exposed to as many first-hand experiences as usual at starting school age. To develop their thinking, vocabulary and language skills, children need someone to talk to and something to talk about. Without these first-hand experiences they are lacking in the vocabulary and communication skills that would surround these experiences. Last academic year, (2023) there was a **% gap between disadvantaged and non-disadvantaged children in Listening, Attention and Understanding and a **% gap in Speaking. Currently these gaps are 33% in listening, attention and understanding and 5% gap in speaking. Ensuring opportunities for quality talk including first hand experiences and training in oracy skills is a priority in Reception year to continue to close this gap.</p> <div data-bbox="300 1778 1276 2060"> <p style="text-align: center;">Listening, Attention and Understanding - Main Assessment</p> <p style="text-align: center;">Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Reception, Pupil Premium 6 pupils · Average: <i>On Track</i></td> <td colspan="3" style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: left;">Reception, Not Pupil Premium 33 pupils · Average: <i>On Track</i></td> <td style="text-align: center;">12%</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">67%</td> </tr> </table> <p style="text-align: center;">Speaking - Main Assessment</p> <p style="text-align: center;">Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Reception, Pupil Premium 6 pupils · Average: <i>On Track</i></td> <td style="text-align: center;">17%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td style="text-align: left;">Reception, Not Pupil Premium 33 pupils · Average: <i>On Track</i></td> <td style="text-align: center;">18%</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">55%</td> </tr> </table> </div> | Reception, Pupil Premium 6 pupils · Average: <i>On Track</i> | 100% | | | Reception, Not Pupil Premium 33 pupils · Average: <i>On Track</i> | 12% | 21% | 67% | Reception, Pupil Premium 6 pupils · Average: <i>On Track</i> | 17% | 33% | 50% | Reception, Not Pupil Premium 33 pupils · Average: <i>On Track</i> | 18% | 27% | 55% |
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| | |
|---------------------------------------|---|
| <p>4 1:6 tutoring</p> | <p>Assessment data for writing for our KS1 pupils highlights the need for a catch-up intervention for targeted pupils. This will be targeted on writing/maths. Currently the gap in attainment between PP children and their peers for writing is 41%.</p> <p>Year 2, Pupil Premium 15 pupils · Average: <i>Just Below</i></p>  <p>Year 2, Not Pupil Premium 28 pupils · Average: <i>On Track</i></p>  <p>In maths, the gap in attainment between PP children and their peers is 26%.</p> <p>Year 2, Pupil Premium 15 pupils · Average: <i>Just Below</i></p>  <p>Year 2, Not Pupil Premium 28 pupils · Average: <i>On Track</i></p>  <p>The National tutoring programme will support small groups of pupils (disadvantaged pupils and where applicable non- disadvantaged pupils) to catch-up and fill gaps in maths and writing in order to raise attainment.</p> |
| <p>5 Enrichment opportunities</p> | <p>From evidence gathered and discussions with pupils and families, financial constraints for many families mean that pupils do not have the opportunity to engage in enrichment opportunities, this particularly affects the disadvantaged pupils.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| <p>Challenge 1- phonics and early reading Reading/phonics attainment is at least in line with National expectations for PPG pupils</p> | <p>Terms 2,4,6 pupils progress meeting pin point specifically attainment of reading for PPG pupils. Interventions are in place with the additional TA time. Assessments, observations and tracking show improved attainment among disadvantaged and vulnerable children. Observations and discussions demonstrate increased confidence in – and enjoyment of – reading.</p> |
| <p>Challenge 2- attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Attendance of all the groups aimed to be above 95% and work towards school’s previous target of 97%. Sustained improvement in attendance will be shown by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced towards national expectations</p> |
| <p>Challenge 3- early language Additional TA support, for small groups of pupils targeted on early communication skills.</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Progress in Communication and Language at end of Reception is good or better for disadvantaged children.</p> |

| | |
|---|--|
| <p>Challenge 4- increasing attainment</p> <p>Additional TA support.</p> <p>Small group tutoring for year 2 children.</p> | <p>Formative assessment and teacher assessment 3 times a year indicates that writing and reading attainment has improved due to the additional measures put in place and the gap between attainment of disadvantaged and non-disadvantaged has narrowed.</p> <p>KS1 reading, writing and maths outcomes show that attainment for disadvantaged children is in line with or above national.</p> |
| <p>Challenge 5-enrichment</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Finance is not a barrier for pupils to engage all enrichment activities the school has on offer.</p> <p>70%+ attend after school enrichment activities.</p> <p>Sustained high levels of wellbeing demonstrated through qualitative data from student voice, student and parent surveys and teacher observations.</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £5500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Use of a TA to provide targeted small interventions- language intervention</p> <p>£4000</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading and writing skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> | <p>1, 3</p> |

| | | |
|--|--|----------|
| <p>Purchase of further resources e.g., additional decodable reading books and fund ongoing teacher and TA training and release time for the Reading Subject Leader.</p> <p>£1500</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1</p> |
|--|--|----------|

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2090

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Engaging with the National Tutoring Program on a 1:6 ratio. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>£1050</p> | <p>We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress. Working in small groups is effective due to greater feedback from the teacher and more sustained engagement in smaller groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>4</p> |
| <p>Additional phonics sessions for disadvantaged children who require further phonics support.</p> <p>£1040</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13285

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Support for disadvantaged families with poor attendance: adult dedicated to community and family key worker 1.5 days per week</p> <p>£12,145</p> | <p>Some of our families are struggling with accessing support outside of school e.g. support with parenting, pupil's behaviour at home which has a knock on affect to attainment in the classroom and attendance.</p> <p>Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>2</p> |
| <p>Enrichment opportunities</p> <p>Forest schools- £600</p> <p>Dance House- £270</p> <p>Football club £270</p> | <p>Children need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economic background. Our children benefit from activities that enhance the curriculum and bring learning alive. Educational visits provide practical memories and experiences which are easier to recall and therefore support the children's long-term learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): and Collaborative learning approaches. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Enrichment activities provide extra opportunities for these skills to be developed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> | <p>5</p> |

Total budgeted cost: £ 20,775

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

This data show the outcomes for our children eligible for Pupil Premium funding.

| Year | subject | Cohort No | Term 6 | |
|--------|---------|-----------|----------|--------|
| | | | Targeted | Actual |
| Year 1 | Reading | 11 | 62% | 36% |
| | writing | 8 | 55% | 9% |
| | Maths | 8 | 63% | 27% |
| Year 2 | Reading | 7 | 62% | 29% |
| | writing | 7 | 55% | 29% |
| | Maths | 7 | 63% | 29% |
| EYFS | reading | 4 | 62% | 25% |
| | Writing | 4 | 62% | 25% |
| | number | 4 | 62% | 25% |

This data supports the analysis made by the school of the attainment of our PPG pupils. As a school we will continue to strive to ensure that this group of pupils are provided with the support they need to raise their attainment. Several pupils in this group were affected by poor attendance throughout the year.

For our PP children with SEN needs, the outcome of their provision was less than expected:

| Category | Pupils | Average outcome |
|------------------|-----------|------------------------------------|
| No pupil premium | 6 | -0.43 As expected |
| Pupil premium | 4 | -0.79 Less than expected |
| Total | 10 | -0.56 Less than expected |

Attendance was a key factor in this- hence the rational for significant proportion of PP money to be spent on improving attendance.

| Attendance | | 2017-18 | 2018-19 | 2019-20 T1-3 | 2020-21 | 2022-23 |
|------------|--|---------|---------|-----------------|---------|---------|
| School | | 94.19% | 94.31% | 89.93% | 95.62% | 90.03% |
| FSM | | 92.28% | 91.94% | 87.73% | 92.69% | 86.75% |
| SEND K | | 92.96% | 94.29% | 91.33% | 96.21% | 86.75% |